

SPRING 2007

Test Administration Directions

Arizona's

*Instrument to Measure Standards
Dual Purpose Assessment*

Test Administrator's Name



**CTB
McGraw-Hill**

AIMS DPA



Writing Field Test

49445

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The Arizona Department of Education gratefully acknowledges the work of hundreds of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.

Overview for the Spring 2007 Administration of the AIMS DPA Writing Field Test

The Spring 2007 administration of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) includes a writing field test to be administered to students in Grades 3 through 8. The AIMS DPA writing field test provides statistical data for future tests. It is administered periodically as determined necessary by the Arizona Department of Education. All students in selected schools in Grades 3 through 8 are expected to take the AIMS DPA writing field test.

The test window for the AIMS DPA writing field test is Monday, February 26, 2007 through Friday, March 2, 2007. The district or charter holder must select one date during the test window for the test administration. All schools within the district or under the same charter must test on this same date.

Testing must be conducted according to the Test Administration Schedule on page 4 in this document. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the writing field test for Grades 3 through 8 and should be used by Test Administrators. This document should be returned with the nonscorable test materials at the conclusion of the AIMS DPA writing field test. See "Returning Materials" on page 21 in this document for details.

Students to Be Tested

Students in Grades 3 through 8 are to participate in the Spring 2007 administration of the AIMS DPA writing field test. Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS-A, are excluded from the AIMS DPA writing field test. Refer to the AIMS-A guidelines on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering for additional information.

Arrangements Prior to Test Administration

Test Administration Staff

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school.

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS DPA Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ following test administration directions exactly as stated in this document;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ requesting from the Test Coordinator any additional materials required to test all eligible students;
- ☐ distributing, collecting, and verifying all test materials on the testing date;
- ☐ completing all necessary demographic information on the student demographic data grid located on the back cover of the AIMS DPA writing field test book/answer document for those students **without** a student bar code label;
- ☐ completing the accommodations information on the inside front cover of the AIMS DPA writing field test book/answer document for students receiving accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

*The Test Administrator **must** follow the directions exactly as stated in this document.*

All visual aids displayed in the testing room which could assist students while testing must be removed or covered completely.

Preparation of the Room for Testing

The AIMS DPA writing field test is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. **All visual aids displayed in the testing room which could assist students while testing must be removed or covered completely.**

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- examine the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the AIMS DPA writing field test before, during, or after test administration;
- discuss AIMS DPA writing field test prompts before, during, or after test administration;
- allow students access to writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers by offering assistance of any kind;
- change students' responses;
- review students' responses, including the writing rough draft and final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS DPA writing field test books/answer documents;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. They may, however, clarify the test directions **only**. Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

AIMS DPA Test Security Agreement

To ensure the security of the AIMS DPA writing field test, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement found in the *AIMS DPA Test Coordinator's Manual* for the writing field test, obtained from the Test Coordinator or found on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

Test Materials and Testing Schedule

Test Materials

Test Administrators will receive their test materials from the Test Coordinator. AIMS DPA test books/answer documents are secure documents. The Test Coordinator will keep a record of the number of books assigned to each Test Administrator.

Upon receipt of test materials, the Test Administrator should count the number of test books/answer documents received. Each Test Administrator should receive from the Test Coordinator an inventory of the number of test books/answer documents that have been delivered. Any discrepancies or defective test books/answer documents must be reported immediately to the Test Coordinator.

AIMS DPA writing field test books/answer documents are secure documents. On the day of testing, Test Administrators will collect their test materials from the Test Coordinator at the beginning of the day of testing and return them to the Test Coordinator at the end of the day of testing. While in the possession of the Test Administrator, test materials must be kept in a **securely locked storage facility** except during actual test administration times and until they are returned to the Test Coordinator at the end of the day of testing. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

IMPORTANT: If the administration of both the AIMS DPA writing field test and the AIMS HS operational test are occurring during the same testing window, test materials must be maintained separately.

Test Administration Schedule

The AIMS DPA writing field test must be administered exactly as shown in the table below.

AIMS DPA is not a timed test.

The following are **approximate times** needed to administer the AIMS DPA writing field test. These estimates include time to distribute materials to students, complete student information on test books/answer documents, read directions, and collect and count test materials at the end of the testing session.

Test Administration Schedule

Grades	Session(s)—Approximate Time
3, 4, and 5	2 sessions—1 hour each
6, 7, and 8	1 session—2 hours

Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

Grades 3, 4, and 5 Writing Field Test

The Grades 3, 4, and 5 writing field test is to be administered in two sessions of one hour each with a significant break after the first one-hour session.

Grades 6, 7, and 8 Writing Field Test

The Grades 6, 7, and 8 writing field test is to be administered in one session of two hours with a stretch break after the first hour.

Students may be instructed to bring personal reading materials or classwork they can do if they finish testing before the end of a testing session. The testing session is complete only when the allotted time for the testing session has ended or when all students present have completed the test. Students who need additional time beyond the allotted time must be allowed to continue testing. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to complete the test. Students must complete the entire test, including any and all sessions, by the end of the school day.

Students must complete the entire test, including any and all sessions, by the end of the school day.

AIMS DPA Writing Field Test Materials

Spring 2007 AIMS DPA writing field test materials to be supplied by CTB/McGraw-Hill or the Arizona Department of Education (ADE) include:

- ☐ AIMS DPA Writing Field Test Books/Answer Documents, numbered forms 1–6 (per each of Grades 3 through 8);
- ☐ AIMS DPA Writing Field Test Draft Booklets (to be delivered directly from ADE);
- ☐ *AIMS DPA Test Administration Directions* for the writing field test;
- ☐ student bar code labels;
- ☐ Group Information Sheets (GISs);
- ☐ School/Group Lists (SGLs);
- ☐ Materials Inventory Sheets; and
- ☐ return stack cards and bands.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a “Testing—Do Not Disturb” sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

AIMS DPA Writing Field Test Books/Answer Documents and Writing Draft Booklets

The Spring 2007 administration of the AIMS DPA writing field test includes a test book/answer document and a writing draft booklet.

For each of Grades 3 through 8, there are six different forms (Forms 1 through 6) of the test book/answer document. The test books/answer documents for each grade are packaged so that the forms will be distributed randomly to students. Each student will use the draft booklet to plan their response to the writing prompt that appears in their test book/answer document and then write their final response directly in their test book/answer document.

Students must use a standard, wooden, graphite-based No. 2 pencil to write their final responses to the writing prompt.

Note: Students may use colored pencils, pens, markers, and highlighters to mark in their **writing field test draft booklets** as needed. **Use of scratch paper is prohibited. Its use is a violation of test security.**

Important Precautions for Handling Test Materials

- Do not use any test materials other than the corresponding test book/answer document for the Spring 2007 AIMS DPA writing field test. Documents from other testing programs or from previous AIMS DPA test administrations will not be scored.
- Do not photocopy the test books/answer documents or the writing draft booklets.
- Do not disassemble or pull pages from the test books/answer documents or the writing draft booklets.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the test books/answer documents or the writing draft booklets.
- Do not allow students to use extra paper to write their responses to the writing prompts. Only responses written on the pages designated "Final Copy" will be scored.
- Do not allow students to use correction fluid on the test books/answer documents or the writing draft booklets. If an error is made in the final response to a writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters to respond to a writing prompt.

*Students **must** use a standard, wooden, graphite-based No. 2 pencil to write their final responses to the writing prompt.*

Use of scratch paper is prohibited. Its use is a violation of test security.

Test Administration Guidelines

Defective Test Books/Answer Documents and Writing Draft Booklets

Defective test books/answer documents and writing draft booklets (i.e., test books/answer documents and writing draft booklets that are damaged or incorrectly assembled, or that have pages that are missing or out of order) must be replaced immediately. Defective test books/answer documents and writing draft booklets must be returned to the Test Coordinator at the conclusion of testing.

Students Who Leave the Room During Testing

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

Students Who Are Dismissed for Health Reasons

Students who become ill and must leave during the administration of the AIMS DPA writing field test are ineligible to continue the test.

The Test Administrator should inform the student that the testing session has ended, collect the student's test book/answer document and writing draft booklet, and dismiss the student from the testing room. The student will **not** be allowed to make up the test. The ill student's test book/answer document and writing draft booklet are to be returned with the test materials.

Note: Test materials that have been contaminated with blood, vomit, or other bodily fluids must not be returned to CTB/McGraw-Hill. If contaminated books are returned to CTB/McGraw-Hill, they will not be scored and will be securely destroyed. Student responses **must** be transferred to clean documents. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences. The Test Administrator should gather the disruptive student's test materials and inform the student that the opportunity to participate in the test has been revoked, and that appropriate notification will be placed in the student's cumulative folder.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.

Monitoring Testing

During the administration of the AIMS DPA writing field test, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test directions;
- ☐ verify that students are writing their drafts and final responses to the writing prompts in the proper locations in their draft booklets and test books/answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions.

When a student has completed a test or a testing session, the Test Administrator should collect the student's test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the scheduled testing session to end.

See "Test Administration Security Procedures" on page 3 and "AIMS DPA Writing Field Test Books/Answer Documents and Writing Draft Booklets" on page 6 in this document for additional guidelines regarding the monitoring of testing.

Use of Resources

Electronic devices, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players are prohibited for the duration of the test administration.

Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the writing field test, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them.

Refer to "Testing Accommodations: Guidelines for 2006–2007" on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering for information regarding the use of resources for students who are eligible for testing accommodations.

Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of the AIMS DPA writing field test books/answer documents and writing draft booklets. Completing this information is **not** optional even if the student has a bar code label. Student identification information to be completed includes Student Name, Teacher, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write on the board in a visible location the names of the teacher, the school, and the school district. Directions to be read to students regarding the completion of this information are included in this document with the administration directions for the writing field test.

Student Bar Code Labels

Student bar code labels are to be affixed in the proper location on the front covers of the AIMS DPA writing field test books/answer documents. Only student bar code labels provided for the Spring 2007 administration of the AIMS DPA writing field test are to be used on the AIMS DPA writing field test books/answer documents. Student bar code labels are not to be saved for use on another AIMS DPA administration. Any student bar code labels that are not used during the Spring 2007 administration of the AIMS DPA writing field test are to be returned with nonscorable test materials at the end of the test administration.

If a student bar code label is **not** available, the student demographic data grid located on the back cover of the AIMS DPA writing field test book/answer document for that student **must** be completed. If a student bar code label contains an incorrect SAIS Number, do not use the bar code label but instead complete the demographic data grid for that student. Instructions for completing the demographic data grid can be found in the Appendix on page 22 in this document. If a student bar code label is used, the demographic data grid is **not** to be completed.

For any student who receives standard or alternate accommodations, the fields for these accommodations found on the inside front cover of the AIMS DPA writing field test book/answer document **must** be completed **even if a student bar code label is used**. See the Appendix in this document for instructions.

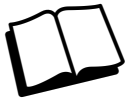
Only student bar code labels provided for the administration of the AIMS DPA writing field test are to be used on the AIMS DPA writing field test books/answer documents.

Explanation of Test Administration Symbols

As you read the test administration directions for the Grades 3 through 8 writing field tests, you will see the following symbols. They are used to guide you through the administration of each test and to help you ensure proper testing procedures throughout each testing session. Please review the test administration directions in advance to become familiar with these symbols and testing procedures.



This symbol indicates the directions you are to read aloud to the students. The text is printed in bold type.



This symbol indicates places where you should use a test book/ answer document or writing draft booklet to show students pages they will be using during the test or to make sure students have turned to the correct page during the course of the test.

*Text Printed
in Italics*

*Information that is provided for the Test Administrator and that should **not** be read aloud to the students is printed in italics.*

Administering the AIMS DPA Grades 3, 4, and 5 Writing Field Test

Session 1

For the writing field test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the writing field test books/answer documents and the writing field test draft booklets to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books/answer documents and the draft booklets to students.



Today you will be taking the writing field test as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA).

The writing field test uses a combination test book and answer document, referred to in these test directions as a test book, and a separate writing draft booklet. Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a writing field test book/answer document and a writing field test draft booklet and point to the lines on the front covers labeled "Student Name."



On the front cover of your test book, write your name on the line labeled "Student Name."

On the front cover of your draft booklet, write your name on the line labeled "Student Name."

Point to the information that you have written on the board.



On the front cover of your test book, complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Pause. Make sure students complete information correctly.

Administering the AIMS DPA Grades 3, 4, and 5 Writing Field Test (continued)



In your test book, there is a writing prompt. In your draft booklet, there are a Prewriting and Planning page, two Draft pages, and a Writer's Checklist.



Hold up the writing field test draft booklet. As you refer to the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages, point to each page.



In Session 1 of the test, you will read the writing prompt in your test book and then use the "Prewriting and Planning," "Draft," and "Writer's Checklist" pages in your draft booklet to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.



In Session 2 of the test, you will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus.

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the writing field test book/answer document. Point to the pages designated "Final Copy."



When you have finished reviewing your draft, you will write your final response in your test book on pages 2 and 3 designated "Final Copy." As you write your final response, be sure to follow these rules:

Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided. Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Are there any questions?

Pause to answer any questions, and then continue.

Students **may** use commercially published paper dictionaries and thesauri for the writing field test.

Administering the AIMS DPA Grades 3, 4, and 5 Writing Field Test (continued)

SAY Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your draft booklet. When you have completed your planning and your draft, close your test book and draft booklet. Place your draft booklet on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed Session 1 of the writing test at the conclusion of the test session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Open your test book to the writing prompt on page 1 and your draft booklet to the "Prewriting and Planning" page.

Make sure all students have turned to the correct page in their test books/answer documents and draft booklets.

SAY You will use the directions on this page of your test book and the directions in your draft booklet to complete your planning and your draft. After one hour, you will be asked to stop for a break.

You may now read the writing prompt and begin planning and writing your draft.

While students are taking the test, move around the room to make sure students are progressing through the test.

Administering the AIMS DPA Grades 3, 4, and 5 Writing Field Test (continued)

Most students should have time to finish Session 1 of the writing field test during the allotted one-hour testing session. At the end of the one-hour testing session, identify those students who require additional time to complete their draft. Follow the procedures established by your Test Coordinator for these students who need additional time to complete their draft. However, if all students finish before the end of the allotted time, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:

SAY This is the end of Session 1 of the writing test.

*Collect all remaining test materials from the students. All writing field test books/answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books/answer documents and draft booklets **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Session 2 of the writing field test.*

Break. At the conclusion of Session 1 of the writing field test, there should be a significant break so students may be refreshed before continuing with the test. Follow your school's instructions for providing this break.

Following the break, continue with the test administration.

Session 2

No student should begin working on Session 2 of the Grades 3, 4, and 5 writing field test until Session 1 has been completed.

Make sure all students have the same test books/answer documents and writing draft booklets that they used in Session 1.

SAY Now you are going to work on Session 2 of the writing test. Open your test book to page 2 and your writing draft booklet to the "Draft" pages.

Make sure all students have turned to the correct pages in their test books/answer documents and writing draft booklets.

Administering the AIMS DPA Grades 3, 4, and 5 Writing Field Test (continued)

SAY You will use the Writer's Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final version.

Be sure to write your final response in your test book on pages 2 and 3 designated "Final Copy." Make sure that your final response is legible and that you completely erase any stray marks. When you have finished writing your response, remember to reread it and make any necessary edits. When you are satisfied with your final response, close your test book and draft booklet. Place your draft booklet on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed the test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Most students should have time to finish Session 2 of the writing field test during the allotted one-hour testing session. At the end of the one-hour testing session, identify those students who require additional time to complete the test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the test. However, if all students finish before the end of the allotted time, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:

SAY This is the end of the writing test.

*Collect all remaining test materials from the students. All writing field test books/answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books/answer documents and draft booklets **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Administering the AIMS DPA Grades 6, 7, and 8 Writing Field Test

For the writing field test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.

Before distributing the writing field test books/answer documents and the writing field test draft booklets to students, write on the board the names of the teacher, the school, and the school district.

Distribute the test books/answer documents and the draft booklets to students.



Today you will be taking the writing field test as part of Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA).

The writing field test uses a combination test book and answer document, referred to in these test directions as a test book, and a separate writing draft booklet. Do not open your test book until I tell you to do so. Talking during the test is not allowed.



Hold up a writing field test book/answer document and a writing field test draft booklet and point to the lines on the front covers labeled "Student Name."



On the front cover of your test book, write your name on the line labeled "Student Name."

On the front cover of your draft booklet, write your name on the line labeled "Student Name."

Point to the information that you have written on the board.



On the front cover of your test book, complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

Pause. Make sure students complete information correctly.



In your test book, there is a writing prompt. In your draft booklet, there are a Prewriting and Planning page, two Draft pages, and a Writer's Checklist.

Administering the AIMS DPA Grades 6, 7, and 8 Writing Field Test (continued)



Hold up the writing field test draft booklet. As you refer to the “Prewriting and Planning,” “Draft,” and “Writer’s Checklist” pages, point to each page.

SAY

You will read the writing prompt in your test book and then use the “Prewriting and Planning,” “Draft,” and “Writer’s Checklist” pages in your draft booklet to plan and write your first draft. What you write on these pages will not be scored.

Pause, and then continue.

SAY

You will use the Writer’s Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer’s Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus.

Point to the location in the room where dictionaries and thesauri are stored.



Hold up the writing field test book/answer document. Point to the pages designated “Final Copy.”

*Students **may** use commercially published paper dictionaries and thesauri for the writing field test.*

SAY

When you have finished reviewing your draft, you will write your final response in your test book on pages 2 and 3 designated “Final Copy.” As you write your final response, be sure to follow these rules:

Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided. Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

Are there any questions?

Pause to answer any questions, and then continue.

Administering the AIMS DPA Grades 6, 7, and 8 Writing Field Test (continued)

SAY Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your draft booklet. When you have completed your planning and your draft, write your final response in your test book on pages 2 and 3 designated “Final Copy.” When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and draft booklet. Place your draft booklet on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed the test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

Pause to answer any questions, and then continue.

SAY Open your test book to the writing prompt on page 1 and your draft booklet to the “Prewriting and Planning” page.

Make sure all students have turned to the correct page in their test books/answer documents and draft booklets.

SAY You will use the directions on this page of your test book and the directions in your draft booklet to complete your planning and your draft. When you have completed your planning and your draft, you will then write your final response in your test book on pages 2 and 3.

You may now read the writing prompt and begin planning and writing your draft. After one hour, you will be asked to stop for a short break.

While students are taking the test, move around the room to make sure students are progressing through the test.

Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.

Administering the AIMS DPA Grades 6, 7, and 8 Writing Field Test (continued)

SAY Stop. Close your test book and draft booklet so that you may stand and stretch. Please do not talk.

At the end of two or three minutes,

SAY Now be seated. Open your test book and draft booklet to the pages you were working on before the break.

You will now continue the writing test. Be sure to write your final response in your test book on pages 2 and 3 designated "Final Copy." Make sure that your final response is legible and that you completely erase any stray marks. When you have finished writing your response, remember to reread it and make any necessary edits. Make sure you have covered everything on the Writer's Checklist. This checklist will be used as a guide to evaluate your final version. When you are satisfied with your final response, close your test book and draft booklet. Place your draft booklet on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. This is not a timed test. If you have not completed the test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Most students should have time to finish the writing field test during the allotted two-hour testing session. At the end of the two-hour testing session, identify those students who require additional time to complete the test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the test. However, if all students finish before the end of the allotted time, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:

SAY This is the end of the writing test.

*Collect all remaining test materials from the students. All writing field test books/answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books/answer documents and draft booklets **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

Inspecting Test Materials

After testing, Test Administrators should inspect each test book/answer document and writing draft booklet to ensure the following:

- ☐ The student has completed his or her name, teacher, school, and district on the front cover of the test book/answer document.
- ☐ The student's marks in the test book/answer document have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pens, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.
- ☐ The student bar code label has been applied in the designated location on the front cover of the test book/answer document, or if no student bar code label is available, the student demographic data grid located on the back cover of the test book/answer document has been completed.
- ☐ The accommodations information on the inside front cover of the test book/answer document has been correctly coded for all students receiving standard and/or alternate accommodations.
- ☐ Student test books/answer documents and draft booklets have been separated into individual stacks. Test books/answer documents must not contain draft booklets.

Group Information Sheets

Preprinted Group Information Sheets (GISs) have been provided in each school's shipment of test materials. A GIS must be completed for each group's documents. It is important that all necessary information is printed and gridded on the GIS. Group Information Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. Follow the directions of your Test Coordinator regarding the use of the GIS. Additional copies of the GIS are available from your Test Coordinator.

Returning Materials

All AIMS DPA writing field test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of the writing field test.

Scorable AIMS DPA Test Materials

The following AIMS DPA writing field test materials are scorable:

- **Used AIMS DPA Field Test Books/Answer Documents**

Test Administrators should separate the scorable test materials according to the grade. Front covers must be facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is not necessary to alphabetize the writing field test books/answer documents. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

Nonscorable AIMS DPA Test Materials

The following AIMS DPA writing field test materials are nonscorable:

- **Used and unused AIMS DPA Writing Field Test Draft Booklets**
- **Unused AIMS DPA Writing Field Test Books/Answer Documents**
- ***AIMS DPA Test Administration Directions*** for the writing field test

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.

Appendix

Instructions for Completing the Student Demographic Data Grid

Students With Student Bar Code Labels

If students have student bar code labels, all of the information from the student demographic data grid located on the back cover of the AIMS DPA writing field test book/answer document is coded within the student bar code labels. For test books/answer documents that have student bar code labels, the demographic data grid is **not** to be completed. The student bar code labels are to be affixed in the designated space on the front cover of the student's AIMS DPA writing field test book/answer document. The Spring 2007 AIMS DPA writing field test labels are to be used on the AIMS DPA writing field test books/answer documents only.

Students Without Student Bar Code Labels

If students do **not** have student bar code labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. The student demographic data grid is **not** to be completed by students.

The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.

Before Testing

Completing the Top Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the instructions in this section to complete the top portion of the student demographic data grid located on the back cover of the test book/answer document.

This page is to be completed **ONLY** for students **WITHOUT** a bar code label.

Last			First			M.I.	BIRTH DATE			GRADE	ETHNIC BACKGROUND
							Month	Day	Year	(mark one)	(mark one)
A A A A A A A A A A			A A A A A A A A			A	Jan	0 0	0	3	1 White (Not Hispanic)
B B B B B B B B B B			B B B B B B B B			B	Feb	1 1	1	4	2 Black or African American (not Hispanic)
C C C C C C C C C C			C C C C C C C C			C	Mar	2 2	2	5	3 Hispanic or Latino
D D D D D D D D D D			D D D D D D D D			D	Apr	3 3	3	6	4 American Indian or Alaskan Native
E E E E E E E E E E			E E E E E E E E			E	May	4	4	7	5 Asian or Pacific Islander
F F F F F F F F F F			F F F F F F F F			F	Jun	5	5	8	
G G G G G G G G G G			G G G G G G G G			G	Jul	6	6		
H H H H H H H H H H			H H H H H H H H			H	Aug	7	7		
I I I I I I I I I I			I I I I I I I I			I	Sep	8	8 8		
J J J J J J J J J J			J J J J J J J J			J	Oct	9	9 9		
K K K K K K K K K K			K K K K K K K K			K	Nov				
L L L L L L L L L L			L L L L L L L L			L	Dec				
M M M M M M M M M M			M M M M M M M M			M	SAIS NUMBER (required)			STUDENT ID NUMBER	
N N N N N N N N N N			N N N N N N N N			N					
O O O O O O O O O O			O O O O O O O O			O	0 0 0 0 0 0 0 0			0 0 0 0 0 0 0 0	
P P P P P P P P P P			P P P P P P P P			P	1 1 1 1 1 1 1 1			1 1 1 1 1 1 1 1	
Q Q Q Q Q Q Q Q Q Q			Q Q Q Q Q Q Q Q			Q	2 2 2 2 2 2 2 2			2 2 2 2 2 2 2 2	
R R R R R R R R R R			R R R R R R R R			R	3 3 3 3 3 3 3 3			3 3 3 3 3 3 3 3	
S S S S S S S S S S			S S S S S S S S			S	4 4 4 4 4 4 4 4			4 4 4 4 4 4 4 4	
T T T T T T T T T T			T T T T T T T T			T	5 5 5 5 5 5 5 5			5 5 5 5 5 5 5 5	
U U U U U U U U U U			U U U U U U U U			U	6 6 6 6 6 6 6 6			6 6 6 6 6 6 6 6	
V V V V V V V V V V			V V V V V V V V			V	7 7 7 7 7 7 7 7			7 7 7 7 7 7 7 7	
W W W W W W W W W W			W W W W W W W W			W	8 8 8 8 8 8 8 8			8 8 8 8 8 8 8 8	
X X X X X X X X X X			X X X X X X X X			X	9 9 9 9 9 9 9 9			9 9 9 9 9 9 9 9	
Y Y Y Y Y Y Y Y Y Y			Y Y Y Y Y Y Y Y			Y					
Z Z Z Z Z Z Z Z Z Z			Z Z Z Z Z Z Z Z			Z					

A sample of the top portion of the student demographic data grid.

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Last, First, M.I.

Using the student's legal name, print the student's last name in the row of boxes under the section for "Last." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's legal name, print the student's first name in the row of boxes under the section for "First." Do not use a nickname. Do not fill in the blank column between "Last" and "First" or between "First" and "M.I." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's legal name, print the first letter of the student's middle name in the box under the section for "M.I." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

Birth Date

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1994, fill in the bubble for the month of March designated by "Mar" in the Month column, the bubbles for 0 and 2 in the Day columns, and the bubbles for 9 and 4 in the Year columns.

Grade

In the section that says "Grade," fill in the bubble for the student's grade.

Ethnic Background and Gender

In the section that says "Ethnic Background," fill in the bubble that corresponds to the ethnic group indicated in the student's SAIS record. In the section that says "Gender," fill in the bubble that corresponds to the student's gender.

SAIS Number

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the column, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. **If the student's SAIS Number does not require all of the columns, fill in the bubble at the top of each unused column.**

Student ID Number

In the section that says "Student ID Number," enter the student's local Student ID Number in the boxes at the top of the column, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. If the student's local Student ID Number does not require all of the columns, fill in the bubble at the top of each unused column.

After Testing

Completing the Bottom Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the instructions in this section to complete the bottom portion of the student demographic data grid located on the back cover of the AIMS DPA writing field test book/answer document.

This section is to be filled in by school or district personnel AFTER testing ONLY for students WITHOUT a bar code label.		
1. Did the student start this school year at this school and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	6. <input type="radio"/> Not Enrolled For English Language Learners, complete boxes 7–10. For Reclassified Fluent English Proficient students, complete boxes 7 and 8.	11. Disabilities (mark all that apply) <input type="radio"/> Speech/Language Impairment <input type="radio"/> Mild Mental Retardation <input type="radio"/> Specific Learning Disability <input type="radio"/> Emotional Disability <input type="radio"/> Moderate Mental Retardation <input type="radio"/> Visual Impairment <input type="radio"/> Hearing Impairment <input type="radio"/> Other Health Impairments <input type="radio"/> Orthopedic Impairment <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Multiple Disabilities <input type="radio"/> Multiple Disabilities with Severe Sensory Impairment <input type="radio"/> Autism <input type="radio"/> Severe Mental Retardation
2. Number of Years in the School (mark one) <input type="radio"/> Less than 1 <input type="radio"/> 4 <input type="radio"/> 1 <input type="radio"/> 5 <input type="radio"/> 2 <input type="radio"/> 6 <input type="radio"/> 3 <input type="radio"/> More than 6	7. Level of English Proficiency (mark one) <input type="radio"/> ELL (English Language Learner) <input type="radio"/> FEP (Fluent English Proficient)	
3. Did the student start this school year at this district and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	8. Beginning in Kindergarten, number of years classified as identified in Question 7, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	
4. Primary Language Spoken at Home (mark one) <input type="radio"/> English <input type="radio"/> Navajo <input type="radio"/> Spanish <input type="radio"/> Other	9. In what type of ELL Program is the student enrolled? (mark only one) <input type="radio"/> Structured English Immersion <input type="radio"/> Mainstream English Classroom <input type="radio"/> Bilingual with Waiver <input type="radio"/> Waiver 1 <input type="radio"/> Waiver 2 <input type="radio"/> Waiver 3	
5. Special Program Membership (mark all that apply) <input type="radio"/> Special Education <input type="radio"/> Title I <input type="radio"/> 504 <input type="radio"/> Gifted Education <input type="radio"/> Accommodation <input type="radio"/> Migrant Education <input type="radio"/> English Language Learner	10. Beginning in Grade 1, number of years in ELL Program in Question 9, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	

A sample of the bottom portion of the student demographic data grid.

All information on the demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

Boxes 1 through 5 must be completed for all students.

Box 1: Fill in the bubble for “Yes” to indicate that the student started within the first ten days of this school year at this school and has remained continuously enrolled. Fill in the bubble for “No” to indicate that the student started after the tenth day.

Box 2: Fill in **one** bubble to indicate the number of years the student has been continuously enrolled in this school, beginning with first grade. If the answer in Box 1 is “No,” the only permissible response in Box 2 is “Less than 1.” If the answer in Box 1 is “Yes,” then fill in the **one** bubble to indicate the appropriate number of years: 1, 2, 3, 4, 5, 6, or More than 6.

Box 3: Fill in the bubble for “Yes” to indicate that the student started within the first ten days of this school year at this district and has remained continuously enrolled. Fill in the bubble for “No” to indicate that the student started after the tenth day.

Box 4: Fill in the **one** bubble that corresponds to the primary home language indicated in the student’s SAIS record.

Box 5: Fill in the bubble(s) to indicate the student’s Special Program Membership. Fill in all bubbles that apply. For schoolwide Title I, fill in the bubble for “Title I” for all students.

Box 6 must be completed for students who are not enrolled in your school.

Box 6: Fill in the bubble for "Not Enrolled" **only** if the student is a home-schooled student, a private-schooled student, or currently not enrolled in school.

Boxes 7 through 10 must be completed for English Language Learners.

Boxes 7 and 8 must be completed for Reclassified Fluent English Proficient students.

Box 7: Fill in the bubble for "ELL (English Language Learner)" to indicate that the student is an English Language Learner and is currently in an English Learner Program. Fill in the bubble for "FEP (Fluent English Proficient)" to indicate that the student has exited an English Learner Program within the last two years and now has an English proficiency level of Fluent English Proficient.

Box 8: Fill in **one** bubble to indicate the number of years the student has held the classification as identified in Box 7, beginning with Kindergarten and including the current school year. If records are not available, fill in the bubble for "Records not available."

Box 9: Fill in **one** bubble to indicate the type of ELL Program in which the student is enrolled. If the student is enrolled in the Structured English Immersion Program, fill in the bubble that corresponds to that program. If the student is enrolled in the Mainstream English Classroom Program, fill in the bubble that corresponds to that program. If the student is enrolled in the Bilingual with Waiver Program, fill in the bubble that corresponds to the appropriate Waiver number: "Waiver 1," "Waiver 2," or "Waiver 3."

Box 10: Fill in **one** bubble to indicate the number of years the student has been enrolled in the program as identified in Box 9, beginning with Grade 1 and including the current school year. If records are not available, fill in the bubble for "Records not available."

Box 11 must be completed for Special Education students.

Box 11: Fill in the bubble(s) to indicate the student's disabilities as identified on the student IEP. Fill in all bubbles that apply.

Instructions for Completing Testing Accommodations Information

Testing Accommodations Guidelines

Testing accommodations have been revised for school year 2006–2007. Please see “Testing Accommodations: Guidelines for 2006–2007” on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

English Language Learners and most students with disabilities are not exempt from the AIMS DPA writing field test. However, these students are eligible for certain testing accommodations.

Use the instructions in this section to complete the Testing Accommodations data boxes located on the inside front cover of the AIMS DPA writing field test book/answer document for any student testing with standard accommodations and/or alternate accommodations.

Note: The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

This section is to be filled in ONLY by school or district personnel AFTER testing.
TESTING ACCOMMODATIONS Refer to directions in the Test Administration Directions. Student <input type="radio"/> has an IEP. <input type="radio"/> has a 504 plan. <input type="radio"/> is an English Language Learner.
STANDARD ACCOMMODATIONS Student received standard accommodations in the following content area: <input type="radio"/> Writing
ALTERNATE ACCOMMODATIONS FOR GRADE-LEVEL ASSESSMENTS Accommodations provided per IEP or 504 plan. (mark all that apply) <input type="radio"/> Use of a scribe or assistive technology on the Writing content area. <input type="radio"/> Another alternate accommodation on the Writing content area.

Students Receiving Standard Accommodations

For students receiving a standard accommodation on the AIMS DPA writing field test, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP, has a 504 plan, or is an English Language Learner. Fill in all bubbles that apply.

Fill in the bubble in the Standard Accommodations section to indicate the student received a standard accommodation on the writing field test.

Students Receiving Alternate Accommodations

For students receiving an alternate accommodation on AIMS DPA, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP.

Fill in the bubble in the Alternate Accommodations section to indicate which alternate accommodation the student received.

For students receiving an alternate accommodation other than the use of a scribe or assistive technology, records of the alternate accommodation provided must be maintained as described in "Testing Accommodations: Guidelines for 2006–2007," which can be found on the Arizona Department of Education Web site at www.ade.az.gov/standards/aims/Administering.

AIMS Writing Accommodations

For students who use a scribe or assistive technology as an accommodation, their responses **must be transcribed into a standard AIMS DPA writing field test book/answer document for scoring purposes**. The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transcribe the responses exactly as produced by the students without changing spelling, punctuation, word choice, or any other aspect of the student responses. The standard AIMS DPA writing field test books/answer documents with the transcribed AIMS Writing responses are to be returned with the scorable documents. Immediately after transcribing student responses into the test book/answer document, all electronic versions of the responses must be deleted. Any paper versions must be returned with the nonscorable documents.

Immediately after transcribing student responses into the test book/answer document, all electronic versions of the responses must be deleted.

Other Information Data Box

Do not mark in the *Other Information* data box.

"U Through Z" Data Box

Bubbles U through Z in the data box titled "**For CTB/McGraw-Hill Use Only**" are reserved for use by CTB/McGraw-Hill. Do not mark in this section.

Glossary

Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA)

The test provided for Grades 3 through 8 students in Arizona. AIMS DPA tests specific performance objectives developed by the Arizona Department of Education.

CTB/McGraw-Hill

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

Demographic Data Grid

The page that contains student identification information that must be completed for students without student bar code labels. It can be found on the back cover of the AIMS DPA writing field test book/answer document.

Dictionary

A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

Group Information Sheet (GIS)

The form used to provide information to CTB/McGraw-Hill about a group of students being tested. A "group" normally refers to a single class, a combination of classes at the same grade level, or a group of students being tested at the same grade level.

Proctor

The individual who assists the Test Administrator.

School/Group List (SGL)

The form used to provide information to CTB/McGraw-Hill about the students being tested in an entire school.

Significant Break

The break provided at the end of Session 1 of the Grades 3, 4, and 5 writing field test in order for students to refresh before proceeding to Session 2 of the writing field test. Refer to the school's testing schedule for providing this break.

Student Bar Code Label

The label affixed to the front cover of the AIMS DPA writing field test book/answer document. Student demographic data is coded within the student bar code label.

Test Administrator

An individual, usually a teacher, who is responsible for the administration of the test.

Test Coordinator

An individual who is responsible for distributing test materials, collecting test materials, and organizing testing for a school or district.

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